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# Competition and Youth: An Annotated Bibliography

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# Competition and Youth: An Annotated Bibliography

## **Abstract**

Competition is almost a norm that every young person experiences in the classroom, home, athletic activities inside and outside of school, and nonathletic, out-of-school activities. When I began, I knew to expect a great deal of research articles. What I did not expect was the lopsidedness of the research toward athletic competition as an in-school and out-of-school activity and classroom competition. Very little research is being conducted about competition in nonathletic, out-of-school activities such as the 4-H and Scouting Programs. Therefore this bibliography will appear to have an athletic and school classroom bias. Readers should not think that there is nothing relevant in these athletic and classroom articles. This is not true. Many of the discussions and suggestions can be adapted to the 4-H Program. Fortunately, I found a few relevant studies that specifically address the competition found in the 4-H Program. Further investigations are needed to adequately analyze the effect of competition on 4-H'ers.

## **Disciplines**

Library and Information Science

## **Comments**

This annotated bibliography is from *competition in 4-H: A National USDA/ES Task Force Report* (November 1, 1989): Appendix B.



**Competition and Youth:  
An Annotated Bibliography**

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# Competition and Youth: An Annotated Bibliography

## INTRODUCTION

Competition is almost a norm that every young person experiences in the classroom, home, athletic activities inside and outside of school, and nonathletic, out-of-school activities. When I began, I knew to expect a great deal of research articles. What I did not expect was the lopsidedness of the research toward athletic competition as an in-school and out-of-school activity and classroom competition. Very little research is being conducted about competition in nonathletic, out-of-school activities such as the 4-H and Scouting Programs. Therefore this bibliography will appear to have an athletic and school classroom bias. Readers should not think that there is nothing relevant in these athletic and classroom articles. This is not true. Many of the discussions and suggestions can be adapted to the 4-H Program. Fortunately, I found a few relevant studies that specifically address the competition found in the 4-H Program. Further investigations are needed to adequately analyze the effect of competition on 4-H'ers.

The process I used to collect these articles began with an extensive literature search of the Educational Resources Information Center database (ERIC). Additionally, I searched the PsycINFO database (psychology materials) Sociological Abstracts, and the Social Sciences Citation Indexes for other research that might be pertinent to this bibliography. These initial searches resulted in approximately 400 articles, research studies, papers, theses, and dissertations relating to competition and youth. Next I began to eliminate publications that did not fit the following criteria: age groups must be between 5 and 17 years old, primarily about American youth, publication years from 1970 to the present, and not a discussion on how to improve athletic abilities for better performance in competitive events. This left me with about 150 publications to examine in-depth for relevance to the bibliography. Also included are books or monographs which deal with competition and youth. Some of them are included in their entirety whereas others have individual chapters or essays cited. These books were discovered by searching my university's library, by looking in Books in Print, and from some of the articles and papers included here. All in all, 82 publications have been selected for this annotated bibliography.

Special thanks to Sharon Query for the use of her thesis and research materials, to Marsha McFarland of the Kansas State University 4-H Extension for the report "Looking at Our Children", and for their help in preparing the bibliography.

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## Competition and Youth: An Annotated Bibliography

Ahlgren, Andrew. "Sex Differences in the Correlates of Cooperative and Competitive School Attitudes." Developmental Psychology 19 (November 1983): pp. 881-888.

Presents an attitudinal study of cooperation and competition as they relate to other school attitudes such as personal worth, behavior control, motivation, and academics. Over 2100 students in grades 2-12 were examined with significant sex differences and attitudinal change. By high school females show some positive correlates for competition while retaining some negative correlates shown in the lower grades. Males, on the other hand, lose the negative correlates for competition. Cooperation is seen as positive by both sexes in high school although females identify it with personal worth more than males.

Ahlgren, Andrew, and David W. Johnson. "Sex Differences in Cooperative and Competitive Attitudes from the 2nd Through the 12th Grades." Developmental Psychology 15, (January 1979): pp. 45-49.

Examines the results of an attitudinal survey of more than 2,400 students in grades 2-12. The results show that females prefer cooperation over competition while males prefer the opposite. The greatest sex difference occurred in grades 8-10 where females showed an increase in positive attitudes towards cooperation and males an increase in positive attitudes towards competition. This survey supports other research which found that females are more cooperative and males are more competitive. One must remember that this survey depicts only attitudes, not actual behaviors.

Ames, Carol. "Competitive Versus Cooperative Reward Structures: the Influence of Individual and Group Performance Factors on Achievement Attributions and Affect." American Education Research Journal 18 (Fall 1981): 273-287.

This study attempts to analyze how rewards in competitive or cooperative activities affect performance and reactions to success and failure. 84 fifth and sixth graders, evenly divided between the sexes participated in this study. The subjects were placed in like-sex pairs and then placed in a competitive or cooperative situation where rewards were handed out based on performance. The winner in the competitive event received a reward upon reaching the level required to win and the loser received no reward. In the cooperative event, rewards were handed out to both members of the pair regardless of the individual performance but as long as collectively they achieved the goal. Results show that successful cooperative pairs equated success on both partners even if one performed better than the other. In unsuccessful cooperative pairs, failure was usually blamed on the low performer by the high performer. In competitive pairs, the winner gained more satisfaction in out-performing the other and in not performing well. The author concludes that cooperative rewards increase the self-esteem of children especially in successful cooperative activities.

Ames, Russell E. and Carole Ames. Research on Motivation in Education Vol. 1, Student Motivation. Orlando, FL: Academic Press, Inc., 1984.

This collection of essays consolidates the current research about student motivation in education. These essays are written by researchers who have made major contributions to the theoretical and empirical literature. Topics include theories on student motivation, internal factors of motivation, classroom and situational factors, and increasing student motivation. The chapter on competition, cooperation and individualism is an excellent summary of the research into how motivation is affected by these concepts.

Barr-Johnson, Virginia, and Tina Erwin. "Does Competition Destroy Self-Concept?" Orlando, FL: University of Central Florida, 1978. DIALOG, ERIC, ED 215 760.

This article studies the effects of competition in an art show on 41 high school students. Three hypotheses were proposed: 1) majority of students entering the art show would have internal locus of control; 2) students with internal locus-of-control would attribute outcome to internal causes; and 3) students with external locus-of-control would attribute outcome to external causes. The first two hypotheses were supported while third was invalid because only 1 student fit this hypothesis. This study further supports what the locus of control has found that internality and creativity correlate positively.

Begum, Hamida A. and Eliza Ahmed. "Individual Risk Taking and Risky Shift as a Function of Cooperation-Competition." Psychological Studies 31 (January 1986): 21-25.

This article attempts to relate risk-taking to cooperative and competitive behaviors. Eighty male and eighty female students were given a questionnaire to determine their cooperative or competitive behaviors. Students were then placed into like groups to observe risk taking behaviors. Results showed that groups comprised of competitive persons became more risky and more competitive. This study also looked at individual results which indicated that males displayed riskier behaviors. Although the students are not from the United States this article has some implications for American education.

Berlage, Gai Ingham. Are Children's Competitive Team Sports Socializing Agents for Corporate America? Paper presented at the Annual Conference of North American Society for the Sociology of Sport, Fort Worth, TX, 12-15 November 1981. DIALOG, ERIC, ED 210 248.

A study of 222 fathers who's sons participated in soccer or ice hockey attempts to answer 1) Do youth athletic organizations resemble American's corporative structure? and 2) Are the values of youth participation the same as the business world's values? The results clearly indicate yes to both questions. A comparison of an organizational chart for a soccer program shows a corporate structure. The same thing is true for values. Participation in a

sport will build the characteristics needed in the business world such as teamwork, self-discipline, leadership, and competition. The fathers selected teamwork as the most important sports attribute that would contribute to success in business. Also mentioned was children who participated in sports will have an advantage over those who have not had that experience in the working world.

Berlage, Gai Ingham. Middle-Class Childhood: Building a Competitive Advantage or Early Burn-Out. Paper presented at the Annual Meeting of the Pennsylvania Sociological Society, Villanova, PA, 4-5 November 1983. DIALOG, ERIC, ED 238 548.

This paper discusses the changes that have occurred since the 1950's which has affected childhood and parenting. Today's families are much different with 50% of all families having dual career parents. Since many children come home to an empty home, parents have been choosing structured activities for their children. This solves two problems of modern parenting - supervision and training of their children. In these structured activities the children are evaluated just like in school, thus placing more stress on the children to perform competitively in all areas of their lives. They are, in the author's opinion, miniature adults showing the effects of stress such as drugs, burn-out, and depression. The future does not look any better with the increasing of the pressures associated with the late 1900's.

Berndt, Thomas J., Jacquelyn A. Hawkins, and Sally G. Hoyle. "Changes in Friendship during a School Year: Effects on Children's and Adolescents' Impressions of Friendship and Sharing with Friends." Child Development 57 (October 1986): 1284-1297.

An examination of how friendships change during the year for 90 children and what effects these friendships had on competition or sharing with their friends. Children who remained close friends during the study showed a preference for sharing while other children did not. The study also observed that the preference for sharing increases between 4th grade and 8th grade. Based on questions raised in the conclusion section, further study was recommended.

Blann, Mary E. Physical Education Programs and Agency Sponsored Sport: What Relationship? (Elementary Physical Education Perspective) Cooperation not Competition. Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance, Minneapolis, MN, 7-11 April 1983. DIALOG, ERIC, ED 231 823.

This paper argues that physical education programs, after-school youth sports programs, and leisure activities can all enhance the development of a child. Each activity brings certain skills to the child which are mutually beneficial. In times of tight budgets, physical education programs have seen a sharp decline while youth sport programs are on the upswing. The author suggests that both are necessary to provide the children with the best possible learning situation. Physical educators can be involved in youth sports as workshop coordinators, while parents and leaders in youth sports can voice support for physical education programs.

Bryant, Brenda K. "The Effects of the Interpersonal Context of Evaluation on Self-and Other-Enhancement Behavior." Child Development 48 (September 1987): 885-892.

The investigation of this article is how competitive, cooperative, and individualistic learning affects self- and other-enhancement behaviors. The subjects of this study are 180 children ranging in age from 8 to 10 and evenly split between the sexes.

Results indicate that children in the cooperative learning situation encouraged and supported other members more than the children in the competitive or individualistic situations. Children in competitive situations tend to enhance themselves at the expenses of the other children in their verbal statements but actually voiced little discouragement to the other children. Children in the individualistic situation neither discouraged or encouraged others and actually were less likely to verbally interact with others. No sex differences are found so the author recommends further study.

Colman, Andrew M., ed. Cooperation and Competition in Humans and Animals. Wokingham, Berkshire England: Van Nostrand Reinhold, 1982.

This book is a collection of essays pertaining to social behaviors in animals and humans. Specifically, cooperative and competitive behaviors are discussed. Part one deals with animal cooperation and competition. Part two focuses on the human aspects of cooperation and competition. Pertinent topics covered in this section include experimental games, helping behaviors, intergroup conflict and cooperation, and cultural comparisons of cooperation and competition. The book concludes with the moral philosophy of cooperation and competition. Although these essays are written by British researchers, the ideas presented here are applicable to the United States.

Cook, Elizabeth A., and Theodore A. Chandler, "Is Fear of Success a Motive? An Attempt to Answer Criticisms." Adolescence 19 (Fall 1984): 667-674.

This article attempts to determine whether the Motive to Avoid Success (MAS) is really a motive by testing it against three criteria -- stability in all situations, susceptibility to manipulation, and predictability of performance. Based on a survey of 105 5th to 8th graders, MAS failed as a motive.

Cooper, Lucille, David W. Johnson, Roger T. Johnson, and Frank Wilderson. "The Effects of Cooperative, Competitive, and Individualistic Experiences of Interpersonal Attraction among Heterogeneous Peers." Journal of Social Psychology 111 (August 1980): 243-252.

This article examines how positive interpersonal attraction can be improved between two groups who have been prejudiced towards each other. These groups can be ethnic groups, male - female groups, or non-handicapped - handicapped groups. A sample of 30 males and 30 females of whom 41 were white, 19 black, and 12 handicapped obtained results that showed cooperative situations improved positive attractions between different groups. Competitive situations if developed carefully also improved relationships.



Individualistic situations did little to help. It is interesting to note that ethnic groups' and non-handicapped - handicapped groups' relationships were easier to modify towards more positive attitudes than mixed sex groups.

Cratty, Bryant J. Social Psychology in Athletics . Englewood Cliffs, NJ: Prentice-Hall Inc., 1981.

Written for students studying sport psychology and for coaches and athletes themselves, this book examines the psychosocial theories and research which surrounds the world of sports and athletes. Each chapter discusses in depth a particular aspect of social psychology as it relates to sports and also provides a section called "Implication for the Coach." This section can provide useful suggestions for other concerned groups such as parents or 4-H youth leaders. Of particular interest are the chapters on "Early Social Experiences and Later Athletic Participation," "Competition and Cooperation," "The Athlete's Motives within a Social Context," and "Group Motives and Aspirations." These chapters provide well written reviews of the current research into their respective areas in which many concepts are applicable to nonathletic youth organizations.

Crockenberg, Susan B., Brenda K. Bryant, and Lee S. Wilce. "The Effects of Cooperatively and Competitively Structured Learning Environments on Inter- and Intrapersonal Behavior." Child Development . 47 (June 1976): 386-396.

An investigation into how competitive and cooperative learning situations impact inter- and intrapersonal behaviors. Hypotheses to be tested include (1) non-winners will harbor ill feelings towards the winners in like learning situation, (2) females will be more helpful and willing to share than males regardless of the learning setting, (3) non-winners in competitive events would enjoy the experience less and feel less competent, and (4) non-winners will reward themselves more than winners in competitive events while winners in cooperative events will reward themselves less than competitive winners. Participants are 180 fourth graders evenly divided between boys and girls. Results show that hypothesis 1 is supported by boys but not girls in that boys showed the lack of goodwill towards the winners of a competitive event more so than boys in a cooperative event. Hypothesis 2 is supported. Findings indicate that winners in competitive events enjoyed the competition more than non-winners, thus hypothesis 3 is supported. Hypothesis 4 receives some support since non-winning boys in competitive events rewarded themselves more prizes than females in same condition and more than competitive winners. However, the expected result in the cooperative events did not occur as boys view winning in cooperative events similar to failure. The authors conclude that this finding is the result of boys being more socialized competitively than girls. Overall the effects of competitive events differ for winners and non-winners and for boys and girls.

Dakin, Stephen and John A. Arrowood. "The Social Comparison of Ability", Human Relations 34 (February 1981): 89-109.

This article, based on a doctoral dissertation, examines the theories of social comparison processes, reviews the early literature of the field, presents an experiment to measure three forms of ability comparison, redefines social comparison processes and offers suggestions to revise this theory.

Desirable Athletic Competition for Children of Elementary School Age.  
Washington D. C.: American Association for Health, Physical Education, and Recreation, 1968.

Presented in this book is the policy statement on competitive athletics for children supported by the American Academy of Pediatrics and the American Association for Health, Physical Education, and Recreation. Also discussed are the various aspects of competition and children such as the purpose of competition, effects of competition on children, and the types of competition for children. Somewhat out-of-date; this book does provide background information into past research concerning elementary school age children and athletics.

De Voe, Marianne W. "Cooperation as a Function of Self-Concept, Sex and Race." Educational Research Quarterly 2 (Summer 1977): 3-8.

This study examines how cooperation is affected by self-concept, sex, and race. 290 elementary school children ages 10 were paired into three groups relative to their self-concept, sex, and race. Results show pairs of high self-concept children tend to display competitive behaviors while low self-concept pairs cooperated. In mixed pairs, the high self-concept child competed while the low self-concept cooperated. Based on race, white students competed more than blacks. No significant differences between sexes are indicated.

Dubois, Paul E. "Competition in Youth Sports: Process or Product?" Physical Educator 37 (October 1980): 151-154.

This article discusses two types of competition--competition as a product and as a process. Given are the components of each as well as suggestions on how to make product competition more like process competition. This article is focused toward athletics, but can be adapted to other competition.

Duquin, Mary E. "Partner Choice in Cooperative and Competitive Sport Settings." Pittsburgh, PA: University of Pittsburgh, 1978. DIALOG, ERIC, ed 157 875.

The study presented here set out to test the hypotheses that in sport activities, same sex partners would be preferred over mixed sex, and same ability level partners would be preferred over higher or lower ability. 242 eleventh and twelfth graders were observed in a racquetball volley test and then completed a questionnaire based on their perceived ability. This questionnaire asked them with whom they would prefer to compete. The results showed that 1) males preferred males, 2) females did not mind with which sex they competed, 3) low ability persons would compete with low or average ability, and 4) average males preferred average or above average players, while average females preferred average others.

Elleson, Vera J. "Competition: A Cultural Imperative." The Journal of Personnel and Guidance. 62 (December 1983): 195-198.

An essay discussing the problems of competition in American society. Since American society is faced with competitive attitudes in all facets of life, home, work, and play; how do members of the helping professions prepare people to cope with competition. This essay presents the research into competition and it's effects and the positive aspects of competition as well as the negatives. Also given are suggestions how to reduce the importance placed on competition.

Ellis, Joseph R. The Effects of Same Sex Class Organization on Junior High School Students' Academic Achievement, Self-Discipline, Self-Concept, Sex Role Identification and Attitudes Toward School. Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, 1968. DIALOG, ERIC, ED 035 939.

This study examines the hypotheses that academic achievement, self-discipline, self-concept, sex roles, and attitudes towards school remain the same for junior high school boys and girls whether they are taught in same sex classes or grouped together. The survey of 300 students showed that these hypotheses held true. Included is a good review of the literature prior to 1968 about coeducational classroom groups versus same sex groups. This study also supported the earlier findings that early adolescent girls generally have a more positive attitude towards school, receive higher grades, and perform better in language art studies. Recommendations for future studies are given.

Fitzgerald, Mary A., and Gary H. Frankie. "The Effects Of Age And Communication On Cooperation and Competition In Children and Adolescents." Journal Of Genetic Psychology 141 (December 1982): 295-296.

This article discusses the idea that increase communication skills in older children and adolescents should result in more cooperation. A study of 42 male pairs and 48 female pairs from ages 6 to 16 in a board game situation showed that older children and adolescents displayed more competitive behaviors than younger children. This was not unexpected as other studies support this concept, but what was surprising was that there was no improvement in cooperation based on improved communication skills.

Flynn, Timothy M., and Jack Beasley. "An Experimental Study of the Effects of Competition on the Self-Concept." Adolescence 15 (Winter 1980): 799-806.

This study analyzes the effects of the Danish System of Awards and English System of Awards on self-worth in 130 urban children in a 4-H camp setting. These children were divided into four groups - 2 control groups, 1 group awarded by the Danish System, and 1 group awarded by the English system. Results of the survey indicates that neither award systems significantly increased self-worth. Surprisingly the control groups show improved self-worth. Also there was few differences in self-worth found between race, sex, and age of the children.

Fu, Victoria R. and Kathleen W. Wampler. "4-H Self-Concept Building in Century III." Journal of Extension 17 (November/December 1979): 15-19.

A study of 222 9-13 year olds to determine their attitudes towards sex-roles was made to help develop ways to create positive self-worth in times of changing sex-roles. The result of the study showed these preadolescence maintain traditional sex-role attitudes with males perceived to be more aggressive while females were thought of as dependent and cooperative. Recommendations to create nonsexist sex-role attitudes are given.

Gabert, Trent. What's Fair in Youth Sports--Equating Children for Competition. Paper presented at the Annual Youth Sports Forum, East Lansing, MI, 26-28 April 1981. DIALOG, ERIC, ED 204 272.

With over 20 million people involved in youth sports, how can we make youth sports fair? This is the question posed by the author. One way is to provide an opportunity to all children to participate in sports successfully, without injury and to develop the best way possible for that child. Offered in this paper is a classification system which would allow children with similar characteristics to compete at their level of development. This system takes into account the maturity, sports experience, and physical fitness of the child as well as the demand of a given sport. With careful planning and consideration of the child, youth sports programs can be managed so that the child benefits.

Garibaldi, Antoine M. "Affective Contributions of Cooperative and Group Goal Structures." Journal of Educational Psychology 71 (December 1979): 783-794.

This investigation into affective benefits of cooperative and group goal structures use 92 Afro-American high school students for its study group. Tested by these students are three hypotheses: 1) group performance results in higher achievement, stronger commitment, more favorable ratings of tasks, and more enjoyment; 2) cooperation results in more positive attitudes towards team members; and 3) individualized activities results in stronger sense of commitment, more favorable ratings of tasks, and more enjoyment than in competitive activities. Most of the hypotheses were supported in this study. The author concludes that cooperation and group goal structures provide the best learning environment although further study is recommended to optimize learning.

Garten, Stacy A., et al. "Theme: FFA Conventions and Contests." Agricultural Education Magazine, 57 (May 1985): 4-21

This issue is devoted to the various aspects of FFA conventions and contests. Each article discusses a different theme or view point of FFA. Especially interesting are the articles about "Keeping Contests in Perspective", "Wrong Message from Contest", and "A Time for Evaluation". Although no studies were quoted some suggestions can be applied to all types of competition.

Gleeson, Geof, ed. The Growing Child in Competitive Sport. London: Hodder and Stoughton, 1986.

A collection of essays about the various aspects of children and sports. The essays range from training the child athlete to expectations of achievement. Of particular interest are the chapters on stress and expectations and values. The concepts and ideas presented here can be adapted to many other activities not just sports. Although this is primarily a British perspective on competition and children, the concern for children in athletic competition is world-wide and this book consolidates the recent research into one small book.

Hartley, Richard S. "Keeping 4-H Members." Journal of Extension 21 (July/August 1983): 19-24.

This article attempts to answer why some first year enrollers in 4-H clubs stayed members and yet others dropped out. A survey was given to 44 re-enrollees, 21 dropouts and 54 non-members to determine factors involved in the decision to stay in 4-H. Major reasons for re-enrollment were directly linked to member participation, parental support, completion of a project, and receipt of a project ribbon. Recommendations are given for curriculum decisions, organizational decisions, and personal decisions.

Hothem, G. Wayne. "Attitudes toward Competition in the 4-H Program in Carroll County, Ohio." M.S. Thesis, Ohio State University, 1968.

This survey taken in Carrol County, Ohio measures the 4-H member's, parent's, and advisor's attitudes toward competition in 4-H. 211 4-H members, 116 parents, and 32 advisors completed and returned the questionnaire. The major findings for members were 1) that girls were more competitive than boys, 2) that learning a skill and having fun were important reasons to join, 3) members liked project work and activities the most, and 4) age and ability was considered more in competitive activities. Other conclusions were included for parental attitudes and advisor's attitudes.

Humphreys, Barbara, Roger T. Johnson, and David W. Johnson. "Effects of Cooperative, Competitive, and Individualistic Learning on Students' Achievement in Science Class." Journal of Research in Science Teaching 19 (May 1982): 351-356.

This study of 44 ninth graders in physical science classes attempts to analyze the effects of cooperative, competitive, and individualistic teaching on achievement and attitudes. The students were taught the same units of instruction but in three different learning environments. In all cases cooperative learning resulted in higher achievement, more retention, and better attitudes towards science. Individualistic learning achieved higher retention than competitive learning but resulted in less positive attitudes than competitive learning. If interest in science is to be increased then teaching science must be done in a cooperative setting.

Jenson, Glen, Robert Young, Gerald Adams, and Jay Schuaneveldt. "4-H Winners: What Do We Know About Them." Journal of Extension 20 (January/February 1980): 13-17.

Based on a questionnaire given to 110 Utah state contest winners, this article discusses the profile of a 4-H contest winner. Some of the questions asked were the number of non 4-H club memberships, the number of friends inside and

outside of 4-H, why a member of 4-H, personal goals, and motivation. The article closes with questions raised for further study.

Jeter, Ruby Nell, Cecil Carter, Jr., and Robert S. Dutson. Factors Related to 4-H Membership Status and Selected Characteristics of Ninth Grade Girls in Blount County, Tennessee. Knoxville, TN: University of Tennessee, Agricultural Extension Service, 1972. DIALOG, ERIC, ED 065 775.

Declining enrollments in 4-H club membership in Blount County, Tennessee prompted this study of 246 girls of which 62 were 4-H members and 184 were dropouts. Characteristics of both sets of girls were gathered. These characteristics included personal, parental, and family characteristics; participation in other organizations; and tasks which they wished to learn. The major findings concluded that 1) 4-H membership was related to place of residence with rural non-farms or farm retaining more members, 2) the longer the years in 4-H, the less likelihood to dropout, 3) positive reactions from parents kept memberships up, 4) 4-H members belong to and are active in more organizations than dropouts, 5) 4-H members respond favorably to competition, 6) higher participation in activities and events retained members, and 7) 4-H members watched more television than dropouts. The author concludes with implications and recommendations.

Johnson, David W. and Roger T. Johnson. "Instructional Goal Structure: Cooperative, Competitive, or Individualistic." Review of Educational Research 44 (Spring 1974): 213-240.

This review article on instructional goal structure consolidates into one place the major research conducted on cooperative, competitive and individualistic approaches to learning. First, the three approaches are defined both from intrinsic and extrinsic view points. Myths surrounding competition, such as society is competitive and children must learn the "survival of the fittest", achievement, success, and motivation depend on competing with others, and competition which builds character are refuted here. Cognitive development considerations are discussed as well as what activities are suited for competition or cooperation. The attitudinal, stress, and anxiety characteristics of each approach to learning are presented. Finally, how each approach to learning should be used are discussed. Although the authors state a bias to cooperation, they acknowledge the other approaches have their benefits as long as the negatives are controlled.

Johnson, Roger T., and David W. Johnson. "Effects of Cooperative, Competitive, and Individualistic Learning Experiences on Social Development." Exceptional Children 49 (January 1983): 323-329.

As the concept of mainstreaming handicapped students into classes of non-handicapped students grew, concerns about interactions between the students themselves and between student and teacher, lowered self-esteem, and benefits of mainstreaming surfaced. This study examines the effects of mainstreaming in two fourth grade classes. The 59 students including 12 handicapped students are divided into groups of cooperative learning, competitive learning, and individualistic learning. Results show that the cooperative learning group created the most interaction between handicapped and non-handicapped students not only in learning times but also in free time and improved the self-esteem of both groups. This study helps to reduce the concerns about mainstreaming.

Johnson, Roger T., David W. Johnson, and Brenda Bryant. "Cooperation and Competition in the Classroom," The Elementary School Journal 74 (December 1973): 172-181.

Another analysis of cooperative and competitive learning environments, this study researches how locus of control, cooperation, and competition interact. Tested are the following hypotheses: 1) majority of students regardless of whether they are internalizers or externalizers will view the classroom as competitive; 2) students regardless of whether they are internalizers or externalizers will prefer a cooperative classroom; and 3) externalizers will be more susceptible to anxiety and will want to be helped and directed by others and therefore will prefer a cooperative classroom. 40 sixth graders participate in this study. Results show that the majority of students reported their classroom environment as competitive, thus supporting hypothesis one. Also hypothesis two is supported as a majority stated a preference for a cooperative classroom. For hypothesis three, results did not significantly support the idea that externalizers would prefer a cooperative classroom although there was some indication for such a preference. The authors conclude that educators must be taught how to bring more cooperative structures in the classroom.

Johnson, Roger T., David W. Johnson, and John Rynders. "Effect of Cooperative, Competitive, and Individualistic Experiences on Self-Esteem of Handicapped and Non-handicapped Students." Journal of Psychology 108 (May 1981): 31-34.

This study of 18 non-handicapped and 12 trainable handicapped students shows that cooperative learning rather than individualistic learning or competitive learning promoted higher self-esteem in a learning experience. These students were placed in identical learning experiences.

Johnson, David W. and Robert T. Johnson. Learning Together and Alone; Cooperation, Competition, and Individualistic Learning. Englewood Cliffs, N.J.: Prentice-Hall, 1987.

Designed to improve the classroom learning environment, this book examines how cooperation can facilitate learning and ways to bring cooperation into the classroom. Competition is not out of place in the classroom, the author points out, just inappropriate competition. Of particular importance are the chapters on cooperative, competitive, and individualistic goal structures; selecting goal structures, implementing goal structures; and acquisition of appropriate skills. This has practical applications for all learning situations whether in the classroom or in some other environment.

Johnson, David W., Roger T. Johnson, and Geoffrey Maruyama. Interdependence and Interpersonal Attraction among Heterogeneous and Homogeneous Individuals. Washington D.C.: National Institute of Education, 1982. DIALOG, ERIC, Ed 219 707.

This review of the literature examines the research into desegregation and mainstreaming. Generally, it is assumed that desegregation and mainstreaming will result in positive attitudes and relationships between all parties. Current research has shown inconsistent findings so the general feelings resulting from these results are that desegregation and mainstreaming are not working. Before abandoning the integration concept, better research frameworks must be developed and better teaching goals must be established. One teaching method that is appearing to work is to develop a cooperative learning environment without intergroup competition. This method has shown greater interpersonal attraction than competitive environment or individualistic efforts. An extensive bibliography is included.

Johnson, David W., Geoffrey Maruyama, Roger Johnson, Deborah Nelson, and Linda Skon. "Effects of Cooperative, Competitive, and Individualistic Goal Structures on Achievement: A Meta-Analysis." Psychological Bulletin Vol 89(1), pp. 47-62, 1981.

This article examines 122 existing studies concerning the effectiveness: cooperation with and without intra-group competition, inter-personal competition, and individualistic goal structures by using a meta-analysis. Three types of met-analysis are performed: vote method, effect-size method, and z-score method. Results indicate that cooperation is superior to competition and individualistic efforts for increasing achievement and productivity, cooperation without inter-group competition is better than cooperation with inter-group competition, and no significant differences occur between inter-personal competition and individualistic efforts on achievement and productivity. The authors conclude that these findings should have significant impacts for education and industry.



Kleiber, Douglas A. "Searching for Enjoyment in Children's Sports." Physical Educator 38 (May 1981): 77-84.

The most common response to why children play sports is "Because it's fun!" This article attempts to discover what is fun in sports for children. The author examines the concepts of sports as play, sports as a motivator, and total absorption into the sport otherwise known as the "flow." Also given are concepts for consideration when planning sporting activities for children. Much of this section may be applied to other types of competition.

Knight, George P., Alan F. Dubro, and Chia Chao Chen. "Information Processing and The Development of Cooperative, Competitive, and Individualistic Social Values" Developmental Psychology 21 (January 1985): 37-45.

A study of 109 3-10 year-olds was performed to determine if the developmental difference in social values is the result of improved information processing as children grow older. Previous research into cooperation, competition, and individualism has shown age differences but very little has been done with how information processing affect social value development. Results showed that younger children are more individualistic while older children are more competitive although they also expressed equality attitudes.

Kohn, Alfie. No Contest: The Case Against Competition. Boston, MA: Houghton Mifflin Company, 1986.

This book examines the myth of competition prevalent in American society today. The author covers the various issues associated with competition such as competition and production in the work force, sport competition, interpersonal relationships, and women and competition. At the conclusion, suggestions are offered to lessen the role competition has in today's society. An extensive bibliography is included.

Leroux, Janice A. "Suicidal Behavior and Gifted Adolescents." Roeper Review 9 (November 1986): 77-79.

This article presents 8 parental insights in to their son's suicide. Reasons given included fear of reality, fear of losing friends when leaving for college, suicide of a friend, and not receiving recognition for artistic talents. Activities such as athletics which can increase social contacts and balance out excessive energy or anger were seen by the parents as harmful because they emphasized competition more than fun. Further study into the insights of parents toward their children's suicide is recommended by the author.

Magill, Richard A., Michael J. Ash, and Frank L. Small. Children in Sport. Champaign, IL: Human Kinetics Publishers, Inc., 1982.

This collection of essays cover the wide range of research into children and athletics from historical and future perspectives to the social context of athletes. Of particular importance are the sections on readiness participation, psychological issues, and social processes. The first group contains three essays which discuss the concept of readiness in competitive sports and critical periods in the child's development. These periods can affect competition and achievement motivation in relation to competition. The seven papers about psychological issues of sport competition cover the bulk of the research into children and sports. Primarily the effects of competitive stress on behaviors are discussed and models designed to reduce this stress are presented. The last section includes two relevant essays about socialization of children into the sports world and about sex differences and family influences on this socialization.

Margenau-Spatz, Marie. "Self-Sabotaging Behavior: The Effect of Goal Proximity, Perceived Competitor Similarity, and Competitor's Sex on Self-Sabotaging Behavior in High Fear of Success, High School Students." Ph.D. diss., New York University, 1983.

This Ph.D. dissertation investigated the fear-of-success students behavior as they became close to success and the explanations of performance inhibition in same-sex groups and opposite-sex groups. The 196 students who participated in this study were placed in same sex groups or mixed sex groups where their behaviors were monitored. The results did not fully support the hypothesis of self-sabotage.

Martens, Rainer. "Competition: In Need of a Theory," In Social Problems in Athletics: Essays in the Sociology of Sport, Daniel M. Landers, 9-17. Urbana, IL: University of Illinois Press, 1976.

This essay discusses the development of a definition of competition and a theoretical framework for competition research. Beginning with the most popular definition of competition as a social situation based on unequal distribution of rewards, the author redefines competition to include the evaluation of performance against another's performance using some type of criteria. Also given is a summary of the major components of the theory of competition and the testable hypotheses.

Martens, Rainer, ed. Joy and Sadness in Children's Sports. Champaign, IL: Human Kinetics Publishers, 1978.

An openly biased collection of essays, the book presents what is good about children sports. The negative aspects also are presented in order to learn from them and thus increasing the positive aspects of sport participation. The essays cover a wide range of topics from the issues involved in children sports to competition. Some chapters are empirical studies, while others are narrative essays or letters between two friends. The book closes with the Bill of Rights for Young Athletes.

McFarland, Marcia. "Looking at Our Children." Manhattan, KS: Kansas State University, Cooperative Extension Service, Extension 4-H and Other Youth, 1986. Photocopied.

The result of an investigation by the Kansas State University Extension 4-H, this paper examines the types of learning situations and/or rewards which parents and youth find as a motivation a tool for further learning and/or participation. The study group consists of a cross section of the State of Kansas including large urban/suburban areas, moderately and sparsely populated areas, and growth and non-growth areas. All in all, 325 Kansas parents of children 7-14 years old and their children participated with 11.7% of the parents reporting child involvement in 4-H. Parents report that praise from peers would be the most motivating factor for continual participation with awards for attendance or completion a project as second. However, parents differ in preferred awards as they said compliments from parents are more important than compliments from friends. Children report that they want to please parents and families and receive praise from them. Some age variations occur. Parents prefer one-day meetings, community activities in groups, varied experience meetings, and individual study as the types of learning situations for their children. Both parents and children agree that self-confidence, working well with others, and decision making skills are the more desirable outcomes of a learning experience. Also included in this study are preferences for frequency and composition of meetings and/or activities and the motivating influences of teaching methods. Implications for 4-H programming is discussed in light of the results found in this study.

Miller, Larry E., ed. "Theme: FFA Conventions and Contests." Agricultural Education Magazine 57 (May 1985): 4-21.

This issue is devoted to the various aspects of FFA conventions and contests. Each article discusses a different theme or view point of FFA. Especially interesting are the articles about "Keeping Contests in Perspective", "Wrong Message from Contest", and "A Time for Evaluation". Although there are no studies given, some of the suggestions can be applied to all levels and types of competition.

Moessinger, Pierre. "Developmental Study of Exchange and Blackmailing." Journal of Genetic Psychology 131 (December 1977): 255-260.

Discusses the development of bargaining and blackmail among three different age groups; 6-7 year-olds, 7-8 year-olds, 11-12 year-olds and 13-14 year-olds using a two person non-zero-sum game. The younger children displayed a give-and-take behavior, while the middle age children cooperated slightly different. The change occurred with the older children; they showed more competitive behavior by using blackmail as a form of completing the game. This study supports other studies which found younger children to be more cooperative than older children which are more competitive. There was little difference between the sexes.

Montgomery, Craig S. "Self-Concept as a Function of Competition Style and the Effects of Success and Failure." Ph.D. diss., California School of Professional Psychology, San Diego, 1979.

This Ph.D. dissertation surveyed 25 students ages 12-14 years old to determine how self-concept is affected by competition and the students' success or failure in that competition. Competitive students reported a lessening in identification with one's ideal self, while non-competitive students responded positively to competition. Overall, competition was a powerful motivator for both groups.

Norem-Hebeisen, Ardyth A., and David W. Jonnson. "The Relationship Between Cooperative, Competitive, and Individualistic Attitudes and Differentiated Aspects of Self-Esteem." Journal of Personality 49 (December 1981): 415-426.

A survey of 821 white, middle class, 7th and 12th graders attempts to study the attitudes of interdependence among oneself and others and how that affects self-esteem. Three types of attitudes--cooperative, competitive and individualistic--results in different views on self-esteem. Cooperative attitudes increases self-esteem, satisfaction with life, and freedom from conditional acceptance. Competitive attitudes show that there is greater dependence required for acceptance and approval. Individualistic attitudes relate negatively to self-esteem and general acceptance of oneself.

Orlick, T. D. Jane McNally, and Tom Hara. "Cooperative Games: Systematic Analysis and Cooperative Impact." In Psychological Perspectives in Youth Sports. ed. Frank L. Smoll and Ronald E. Smith, 203-225. New York: John Wiley and Sons, 1978.

The Cooperative games concept has been developed to increase cooperation among people in and out of game situations. This article discusses how cooperative behavior has been increased in children through a cooperative games program. The study conducted observed 87 kindergartners divided into traditional games and cooperative games groups. Prior to the study, these two groups displayed similar levels of cooperative behavior. As the games program progressed the children in the cooperative games group showed an increase in cooperative behaviors. This cooperative behavior was observed over time to be displayed in other activities other than the game situations.

Passer, Michael W. "Children in Sport: Participation Motives and Psychological Stress." Quest 33 (1981): 231-244.

A review article primarily covering the literature on participation motivation in youth sports and on the psychological stress of young athletes. The major participation reasons include affiliation, skill development, excitement, success and status, fitness, and energy release. The bulk of this article discusses the stress involved in youth sports. Two areas are covered;

situational factors and intra-personal factors. The type of sport activity that has the greatest social evaluation tends to create the greatest pre-event stress. Youth who display high competitive-trait-anxiety show more stress than those with low competitive-trait-anxiety. Also discussed is the idea that sports are no more stressful than other activities, such as band or test-taking. The stress that is felt by some participants may be from the situational and intra-personal factors.

Passer, Michael W. "Fear of Failure, Fear of Evaluation, Perceived Competence, and Self-esteem in Competitive-Trait-Anxious Children" Journal of Sport Psychology 5 (1983): 172-188.

This research article examines both high and low competitive-trait-anxious children to determine if fear of failure, fear of evaluation, and perceived competence and self-esteem provide the greatest anxiety in competition. 136 male soccer players, prior to the beginning of the season were given questionnaires to determine their level of competitive-trait-anxiety. The greatest threats to high competitive-trait-anxious boys were the fear of failure and fear of evaluation, which supports the hypothesis. However, the hypothesis of perceived competence and self-esteem was not supported. High competitive-trait-anxious boys felt their abilities were equal to the low anxiety boys.

Pepitone, Emmy A. Children in Cooperation and Competition: Toward a Developmental Social Psychology. Lexington, MA: Lexington Books, 1980.

An extensive research book into all aspects of cooperation and competition in children. Primarily the research presented is on elementary school children; however, the author does include materials on adolescents. Some chapters included are major research trends, role of similarity, social roles and family interaction and sex roles. An lengthy bibliography is included.

Query, Sharon Louise. "Attitudes of 4-H Youth and Parents About Competition." M.S. Thesis, North Dakota State University of Agriculture and Applied Science, 1985.

This master thesis investigates the differences in attitudes about 4-H competition and the pressures to win between youth members and their parents of Clay County, Minnesota. 109 4-H members and their parents participated in this study by each filling out a questionnaire designed for the member or for the parent. The members are also divided by age; 9 to 11, 12 to 15, 16 to 19, to determine if any age differences occur. Results show that no significant relationships exist between 4-H members aging 9 - 15 and their parents concerning attitudes about competition. Positive relationship is indicated for older members' and their parents'. Between the age groups themselves no significant relationship is found. Also no significant relationship is indicated between members' and parents' agreement on the perception of the pressures to win. Additional results about members found that the majority of members prefer competitive activities, males displayed more competitive attitudes and desire for competitive activities than females, and members

preferred trophies and cash awards for championship exhibits. Parents results include equally divided preference for competitive or cooperative activities for their children, a majority report they did not pressure their child to win, and learning was given as the reason why their child should participate in 4-H. An expanded study was recommended in order to compare results with other groups of 4-H members and their parents.

Romer, Nancy. Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions. Paper presented at the Annual Meeting of the American Educational Research Association, Washington D.C., March 1975. DIALOG, ERIC, Ed 106 638.

Set up to show sex differences in the Motive to Avoid Success and in performance in competitive and cooperative situations, this study only partially supported it's hypothesis. This study was conducted using 237 fifth, seventh, eighth, ninth, and eleventh graders, of which were equal numbers of boys and girls. Sex differences appeared in the reasons given for avoiding success, but no clear sex or age differences were found in the motive to avoid success. Performance for success avoiding females improved in cooperative situation while success achieving females performed better in competitive activities. On the other hand, success avoiding males performed better in competitive situations than success achieving males.

Scanlan, Tara Kost. "Motivation and Stress in Competitive Youth Sports." Journal of Physical Education 53 (March 1982): 27-28,36.

Intrinsic motivation for a given task can be reduced by the stress which results from the youth's perception of incompetence for the given task. To reduce this stress careful planning must occur which would match the youth's capabilities and the performance to the demands of the activity. Two ways to reduce this stress is replace the emphasis of winning with skill development and personal development and set realistic goals for the youth.

Scanlan, Tara K., and Rebecca Lewthwaite. "Social Psychological Aspects of Competition for Male Youth Sport Participants: I. Predictors of Competitive Stress." Journal of Sport Psychology 6 (1984): 208-226.

A first of four interrelated research articles, this one analyzes the predictors of competitive stress in young male athletes focusing on individual athletic competition. 76 wrestlers ranging in age from 9 to 14 years of age participated in a pre-event and post-event questionnaire on stress and its influences and causes. Results show that pre-event stress can be predicted by personal performance expectations and competitive trait anxiety while post-event stress is affected by the win-loss outcome and the amount of fun experienced. Additional factors which can cause stress include parental pressures to win and worries about failure, adult expectations, and social evaluation. These latter concepts need further investigation to determine the extent of their influence in individual athletic competition.

Scanlan, Tara K., and Rebecca Lewthwaite. "Social Psychological Aspects of Competition for Male Youth Sport Participants: III. Determinants of Personal Performance Expectancies." Journal of Sport Psychology 7 (December 1985): 389-399.

A third in a series of four interrelated articles, this analysis examines what determines personal performance expectations. Again the study group is 76 wrestlers ranging in age from 9 to 14 years. Hypothesis included are 1) higher self-esteem and higher perceptions of abilities would result in higher generalized performance expectations; 2) success (a win) and positive evaluations from parents and coaches also would result in higher generalized performance expectations; 3) high generalized expectations would result in high specific performance expectations; and 4) success would result in higher specific performance expectations for the next competition event. Results indicate initial evidence that higher self-esteem, success in previous events, and more positive evaluations of performance create higher generalized expectations and that higher generalized expectations allowed for higher specific expectations. Additional studies are recommended to determine how strong of correlation exist.

Scanlan, Tara K., and Rebecca Lewthwaite. "Social Psychological Aspects of Competition for Male Youth Sport Participants: IV. Predictors of Enjoyment." Journal of Sport Psychology 8 (March 1986): 25-35.

The last of four articles, this study looks into the predictors of enjoyment for male athletes. The same group of 76 wrestlers ages 9 - 14 years are studied. It is predicted that athletes with higher perceptions of ability would experience more enjoyment than athletes with lower perceived ability and athletes perceiving more positive adult evaluation and affective performance reactions and more adult involvement and interactions in athletic events would perceive more enjoyment. These hypotheses received support from this study. Also presented here is a model of sport enjoyment which can be adapted to any type of activity which involves youth.

Scanlan, Tara K., Rebecca Lewthwaite, and Bruce L. Jackson. "Social Psychological Aspects of Competition for Male Youth Sport Participants: II. Predictors of Performance Outcomes." Journal of Sport Psychology 6 (December 1984): 422-429.

A second in a series of four articles, this article focuses on predictors of performance outcome (win - loss) of 76 wrestlers in age 9 to 14 years old. For this study it hypothesized that winners would have more years of competitive sport experience; higher personal performance expectations; and less worries about failure, adult expectations, and social evaluation. Based on findings, outcomes can, for the most part, be determined by the above factors. This concept provides an important aspect of performance outcomes; experience and psychological factors do influence the outcome of a competitive event.

Scanlan, Tara K., and Michael W. Passer. "Anxiety-Inducing Factors in Competitive Youth Sports." In Psychological Perspectives in Youth Sports, ed. Frank L. Smoll and Ronald E. Smith, 107-122. New York: John Wiley and Sons, 1978.

A study which examines the perception of competitive youth sports as personally threatening and the effects of competitive youth sports on self-esteem. 205 male soccer players age 11 and 12 were tested during the soccer season. Testing occurred at pre-season, pre-game, mid-season, post-game and post-season. Results indicated that pre-game anxiety is determined by competitive trait anxiety, self-esteem and player's expectations of their own and team's performances. Those youth who displayed high competitive trait anxiety, low self-esteem and low expectation experienced higher anxiety. Post-game anxiety is influenced by actual abilities demonstrated and the amount of fun the youth experienced. Capable performances resulted in less anxiety while the opposite was true. Also, the more fun the youth experienced resulted in less post-game anxiety.

Scanlan, Tara K., and Michael Passer. "Competitive Stress and the Youth Sport Experience." Physical Educator 38 (October 1981): 144-151.

Youth sports activities can create what is called competitive stress. Children develop this stress when they don't feel that they are meeting performance levels set by coaches, by the sport itself, or by themselves. It can occur at any point in the competitive activity. 205 boys from ages 11 and 12 were surveyed to determine when they felt stress during a competitive activity and what factors were involved. Also included are suggestions for coaches that will help to reduce stress in competition for children.

Seefeldt, Vern, and Daniel Gould. Physical and Psychological Effects of Athletic Competition on Children and Youth. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1980. DIALOG, ERIC, ED 180 997.

Because of the increasing enrollment of children and youth into sport programs, this monograph reviews the important research being conducted about children and youth in sports. Covered are such topics as physical development, psychological effects, and unresolved issues in youth athletic competition. A particular interest is the section on psychological effects. Here the research into competition is presented in a concise form. Also, the chapter on alternatives to competitive sports activities is interesting. Overall, the authors concluded that competition for children and youth is good, if properly managed. Youth sports programs with modifications can also be beneficial.



Sherif, Carolyn W. "The Social Context of Competition." In Social Problems in Athletics: Essays in the Sociology of Sport, ed. Daniel M. Landers, 18-36. Urbana, IL: University of Illinois Press, 1976.

A summary of the large amount of research into competition and its effects on children, this essay effectively covers such topics as learning to compete, differences in standards and goals, psychological effect of competition, inadequacies in research into competition, and effects of prolonged competition. In general, a child learns to compete during socialization in a particular social context. Differences in standards and goals of various types of competition can help to understand competition and to facilitate changes. Careful consideration must be given to the child's psychological well being before, during, and after a competitive event. Future research into competition must include the social context of competition and study the effects of competition over a long period of time. If careful planning is conducted, competitive activities can be beneficial and even fun.

Skipper, Charles E. The School Adjustment of Adolescents with Average Intellectual Ability in a High Ability Suburban School District. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, 1976. DIALOG, ERIC, ED 141 735.

This report discusses a study of 49 average ability students and 124 high ability students which shows the adverse effects of a competitive, highly intelligent school on average ability students. The average ability students displayed lower reading and mathematics achievement, had more absences, poorer study habits, and poorer school adjustment. Recommendations included earlier counseling for average ability students to improve their understanding and acceptance of themselves and to develop better study skills.

Slavin, Robert, Shlomo Shavin, Spencer Kagan, Rachel Hertz Lazarowitz, Clark Webb, and Richard Schmuck. Learning to Cooperate, Cooperating to Learning. New York: Plenum Press, 1985.

A comprehensive book on cooperative learning based on the Second Conference of the International Association of Cooperation in Education in July 1982. The essays presented here are revised versions of the papers given at this conference. Starting with the basic concepts of cooperative learning, these essays then move into more detailed approaches to this type of learning. Topics covered include cooperation and competition in children, learning in small and/or cooperative groups, cooperative learning in science and mathematics and in multi-cultural groups, and the promotion of cooperative learning. Although most of the research presented here deals with classroom learning, many of these concepts can be applied to nonathletic out-of-school activities.

Slavin, Robert E., and Allen M. Tanner. "Effects of Cooperative Reward Structures and Individual Accountability on Productivity and Learning." Journal of Educational Research 72 (May/June 1979): 294-298.

An investigation into the effects a cooperative reward structure and individual accountability as it relates to learning. The forty-six high school students who participated in this study are divided into three groups. The groups are studied together and took the quizzes separately, studied and took the quizzes together, and studied and took the quizzes alone. Results show that high individual learning and accountability does not improve learning as expected. The greatest productivity and learning occur in the second group where the students studied and took quizzes together. There is no significant learning differences between cooperative groups of high individual accountability and low individual accountability.

Smith, Keith L., John Rohrer, and Christy Collins. Attitudes Toward Competition in a Youth Organization: A Case Study. In Proceedings of the Central Regional Annual Research Conference in Agricultural Education, Chicago, Illinois, February 22-23, 1987, 195-210. DIALOG, ERIC, ED 278 784.

This paper presented at the Central Regional Annual Research Conference in Agricultural Education discusses a survey conducted in Ohio to determine attitudes of current and past 4-H members toward competition and any differences or similarities in current and past 4-H members regarding indirect and direct competition. A total 247 members and dropouts are surveyed with these partial results: 1) dropouts displayed more positive attitudes toward 4-H competition, 2) males more positive attitudes than females although not significantly, 3) no age difference in attitudes, 4) years of involvement was not a significant factor of attitude, 5) all groups more negative toward competition in general, and 6) all groups preferred indirect competition than direct. Implications for further study were presented.

Thomas, Jerry R., and Keith L. Tennant. "Effects of Rewards on Changes in Children's Motivation for an Athletic Task." In Psychological Perspectives in Youth Sports, ed. Frank L. Smoll and Ronald E. Smith, 123-144. New York: John Wiley and Sons, 1978.

This study attempts to answer the questions of "Does a non-contingent reward undermine performance in an athletic task?", "Are the effects of a non-contingent reward different from contingent rewards?" and "Are the effects of these rewards related to age?" To examine these questions, 424 boys ages 5, 7, and 9 years old were observed in athletic tasks. These boys were divided into four groups; control group (no rewards), contingent rewards, non-contingent rewards, and unexpected rewards. Performances were then analyzed. Results indicated some answers for these questions. In the non-contingent reward groups, the younger boys perceived the reward as a bonus for participation while older boys considered it a bribe to participate. The contingent reward groups showed little effect since the reward was understood to be based on their performance. Unexpected reward groups experienced no effects.

Thompson, William M. "Neurotic Fear of Success and Competition with Same-Ethnicity and Other-Ethnicity Persons." Ph.D. diss., Boston College, 1981.

This Ph.D. dissertation investigates the effects of fear-of-success and competition in same ethnic groups and different ethnic groups. Spelling performance of 6-8 grade black and white students were analyzed to see if success fearers became more anxious when they neared success in same ethnic groups. This hypothesis was partially supported in this dissertation.

Vasquez, James A. Factors that Affect Learning among Minority Youth: A Partial Bibliography. Los Angeles, CA: California State University, Evaluation, Dissemination and Assessment Center, 1981. DIALOG, ERIC, ED 224 660.

This bibliography of materials related to minority youth covers the years 1950 to 1979 and includes materials on values, family and socialization practices, self-concept, cooperation and competition as achievement factors, sex roles, role models, peer influences, teacher/student expectations, and instructional strategies. The chapter on cooperation and competition (p. 162-176) provides a good historical listing of materials, many of which have not been included in this annotated bibliography because of the date of the research.

Walker, Stuart H. Winning: The Psychology of Competition. New York: W.W. Norton and Company, 1980.

Written for the person who loves to compete, the author discusses how one can improve their competitive edge. Drawing from Eric Berne's concept of the psyche, Walker uses the concept of Child as motivation, Parent as preparation, and Adult as mental toughness. The latter concept is divided by ego functions relative to competition such as self-appraisal and object relations. He also discusses what constitutes competition and competence. Although this book does not present empirical data, the author does provide insights from well known competitors on why they compete. As the author states in the forward, this book is designed for the competitor whether a winner or a loser but most likely the losers in competitive events will read this to become winners.

Weber, Joseph A. and John C. McCullers. "The Blue Ribbon: An American Way of Life." Journal of Extension. 24 (Fall 1986): 20-22.

This article challenges the traditional view of rewards as a motivator for 4-H youth. As a result of a survey given to 155 teen leaders and 42 professionals, the authors discovered that rewards are not as an attractive feature of the 4-H program as previously assumed. 4-H'ers and professionals alike said the social aspects of 4-H were more important than competition and rewards. Recommended further study of the present reward structure.

Weinberg, Robert S. "Why Kids Play or Do Not Play Organized Sports." Physical Educator. 38 (May 1981): 71-76.

This article discusses some of the reasons why youth choose to participate in sports and others choose to dropout out of sports. Reasons for participating include the need for affiliation with peers, the need to excel in an activity, and the need to control or dominate other people. Reasons for dropping out include too competitive, other interests, no longer fun, and too much stress. This article also discusses the problems associated with awards to encourage better performance.

Weinburg, Robert S. and John Ragan. "Effects of Competition, Success/Failure, and Sex on Intrinsic Motivation." Research Quarterly 50 (October 1979): 503-510.

This article investigates the effects of face-to-face competition, competition against a standard, and no competition on intrinsic motivation of females and males. Also studied is the effect of success/failure in these types of competition on intrinsic motivation. 100 undergraduate college students ages 17 - 21 participated in this study by completing a motor task. The participants were randomly divided into the three types of competition previously mentioned. The results indicated that receiving success feedback increased intrinsic motivation, and more intrinsic motivation was displayed in a competitive setting although there was little differences between types of competition. In relation to sex differences, males exhibited more intrinsic motivation in competition than when not while females showed no differences in motivation.

Weisfeld, Carol C. "Boys and Girls in competition: The Context and Communication of Female Inhibition." Ph.D. diss., The University of Chicago, 1980.

This Ph.D. dissertation provided the basis for Weisfeld's 1982 article (see next entry). The study performed attempts to show that skilled females tend to behave less skilled when competing with males. Thirty Hopis and sixty-seven Afro-Americans from 11 to 13 years old were placed in a competitive situation. In same sex groups, the females displayed competitive behaviors, but when placed in mixed-sex groups, these same competitive females displayed less competitive behavior. An interesting behavior was observed; less skilled males performed at a much higher level when placed in a mixed sex group.

Weisfeld, Carol C., Glenn E. Weisfeld, and John W. Callaghan. "Female Inhibition in Mixed-Sex Competition Among Young Adolescents." Ethology and Sociobiology 3 (1982): 29-42.

Further support of previous studies which show females tend to perform below their level when competing against males. 32 females from two cultural groups, Hopi Indians and Black Americans participated in competitive activity in same-sex groups and opposite-sex groups. Results were that highly skilled females did poorly when competing against males. Article suggests possible reasoning behind this inhibition including peer influences, histories of losing in mixed sex competition, or by species selectivity. Further study is recommended.

Workie, Abaineh. "Deceptiveness in Cooperation and Competition." Journal of Moral Education 3 (February 1974): 159-165.

This article discusses whether cheating or deceptiveness is more prevalent in a competitive situation than in a mixed cooperative-competitive one or purely cooperative situations. 250 male high school students were observed in card games where in pure competitive groups deceptiveness occurred more frequently. Mixed cooperation-competition groups and pure cooperation groups showed less deceptiveness. The author's hypothesis was supported by these findings.